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ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in December, January, and February; poems; word puzzles and other puzzles; a flannelboard story; art activities; an exercise in following directions; language arts activities; mathematics activities; activities related to telephones; and "sponge" activities for times when there are a few spare minutes in the day. Many of the activities have a theme related to winter holidays (especially Christmas) or to Mississippi, New Mexico, and Oregon (the "states of the month"). An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

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WINTER

CLASSROOM IDEAS

Primary Edition

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES
Curricular Services

1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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PS013656

January 1, 1983

Dear PRIMARY CLASSROOM IDEAS subscribers and readers,

You may notice that, beginning with this issue, PRIMARY CLASSROOM IDEAS is going to a new publication schedule. Much to our regret, we are finding it necessary to decrease the number of issues from monthly (nine issues: September-May) to quarterly (three issues: Fall, Winter, Spring). However, because of starting this year with our previous scheduling and the number of subscriptions sold at the previous rate, the transition will be as follows:

1982-83		1983-84	
September	- already distributed	Back-to-School	- available in September
October	- already distributed	Fall	- available in October
November	- already distributed	Winter	- available in December
Winter	- this current issue	Spring	- available in March
Spring	- available in March		

Subscribers who have already paid $18.00 will have their subscriptions extended through the 1983-84 school year. The 4-issue format in 1983-84 will assure that each subscriber will receive the full nine (9) issues purchased.

Subscribers who have paid the current rate of $10.00 (5 issues) will, of course, find it necessary to renew their subscriptions for 1983-84.

Single copies of CLASSROOM IDEAS - both PRIMARY and INTERMEDIATE editions - are available at the Kern Education Resource Network (K.E.R.N.) at 5801 Sundale Avenue, Bakersfield, CA. A good selection of back issues of both editions are available for sale, also. The cost is $2.00 per copy.

We hope you will continue to use and enjoy PRIMARY CLASSROOM IDEAS. As always, we will be presenting to you ideas and materials that are teacher-tested and are designed to make your teaching tasks easier and more effective.

HAPPY NEW YEAR!

Compiled By:
CURRICULAR SERVICES

Additional copies are available. They may be purchased at the Kern Education Resources Network, 5801 Sundale Avenue, Bakersfield, CA., at a cost of $2.00 per issue. Yearly subscriptions are also available.

Calendar of Events...

Winter 1982

States of the Month:

DECEMBER - Mississippi
JANUARY - New Mexico
FEBRUARY - Oregon

C.H.O.I.C.E. Unit:

"The Telephone"

DECEMBER

	4	Mexico: Day of the Artisans
✱	6	St. Nicholas Day
	7	Pearl Harbor Day
✱	10	Mississippi: Admission Day (1817)
✱	11-18	Hanukkah
	12	Mexico: Guadalupe Day
	16-24	Mexico: Las Posadas
✱	21	First Day of Winter
✱	25	Christmas Day

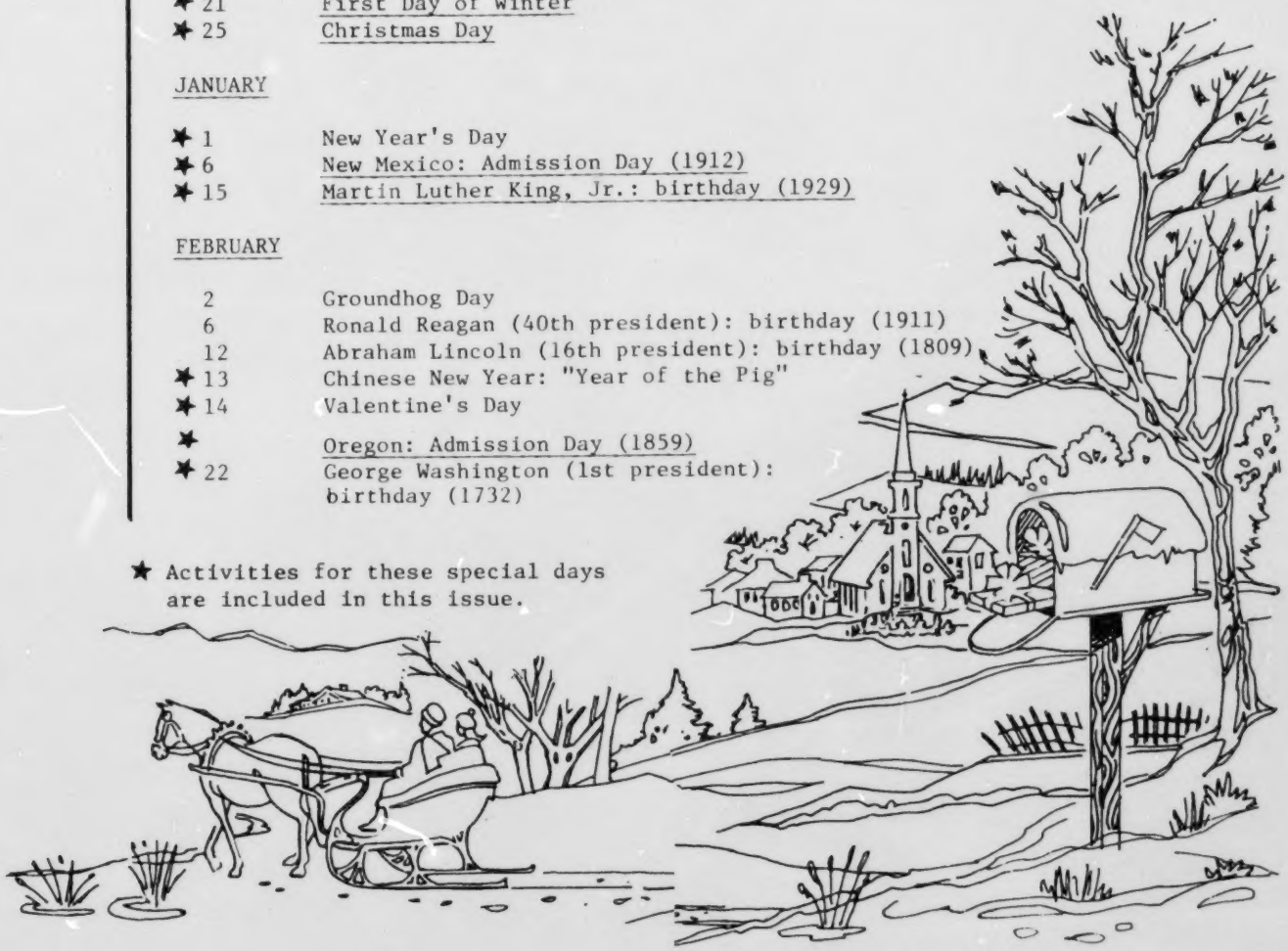
JANUARY

✱	1	New Year's Day
✱	6	New Mexico: Admission Day (1912)
✱	15	Martin Luther King, Jr.: birthday (1929)

FEBRUARY

	2	Groundhog Day
	6	Ronald Reagan (40th president): birthday (1911)
	12	Abraham Lincoln (16th president): birthday (1809)
✱	13	Chinese New Year: "Year of the Pig"
✱	14	Valentine's Day
✱		Oregon: Admission Day (1859)
✱	22	George Washington (1st president): birthday (1732)

✱ Activities for these special days are included in this issue.



Merry Christmas

Twinkle, twinkle, twinkle, twinkle,
All the stars shine bright.

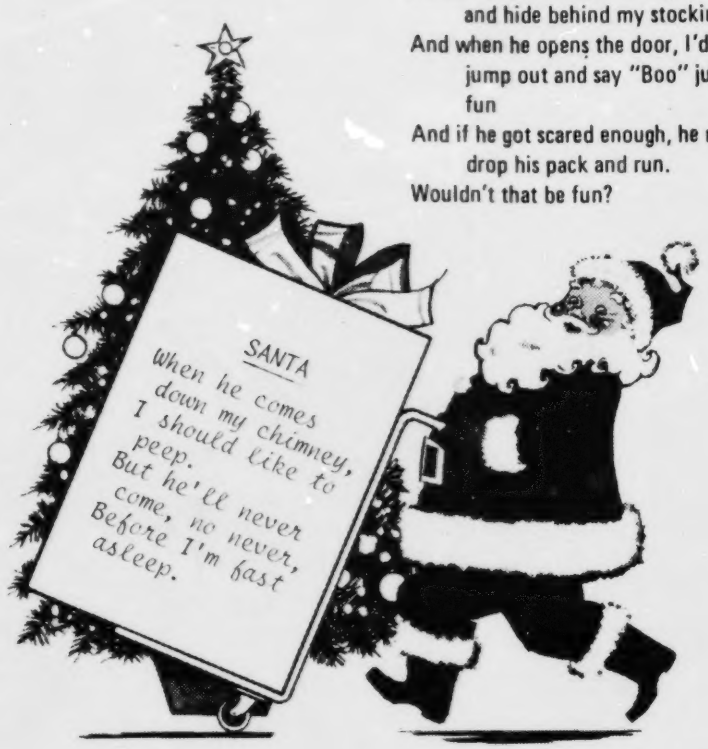
Twinkle, twinkle, twinkle, twinkle,
Santa comes tonight.

SANTA CLAUS

O clap, clap the hands
And sing out with glee!
For Christmas is coming,
And merry are we!
Now swift over the snow
(Hook thumbs together, Let fingers be reindeer.)
The tiny reindeer
Are trotting and bringing
Good Santa Claus near.
Our stockings we'll hang
(Put 4 fingers down to show stockings.)
And while we're asleep
Down the chimney
(Stack fist for chimney.)
Will Santa Claus creep.
He'll empty his pack
Then up he will come
(Thumb up and bring arm up.)
And calling his reindeer
Will haste away home
Then clap, clap the hands!
And sing out with glee
For Christmas is coming,
And merry are we.

"Santa Comes"

Do you know what I would like to do
when Santa comes knocking?
I'd like to squeeze up real tight
and hide behind my stocking,
And when he opens the door, I'd just
jump out and say "Boo" just for
fun
And if he got scared enough, he might
drop his pack and run.
Wouldn't that be fun?



Five Little Bells

Five little bells hanging in a row,
The 1st one said, "Ring me slow."
The 2nd one said, "Ring me fast."
The 3rd one said, "Ring me last."
The 4th one said, "I'm like a chime."
The 5th one said, "Ring me at Christmas
time."

REINDEER

Here is Santa -
Here is his sleigh,
These are the
reindeer,
Which he drives
away.
Dasher, Dancer,
Prancer, Vixen,
Comet, Cupid,
Donner and
Blitzen.
Away they go!

Presents

Secrets are fun at Christmas time
I have some wrapped with ribbon
and twine
I will keep them all hidden, far
back out of sight,
Until time to open them on Christmas
night.

THE CHRISTMAS PUDDING

Into the basin put the plums,
Stirabout, stirabout, stirabout!

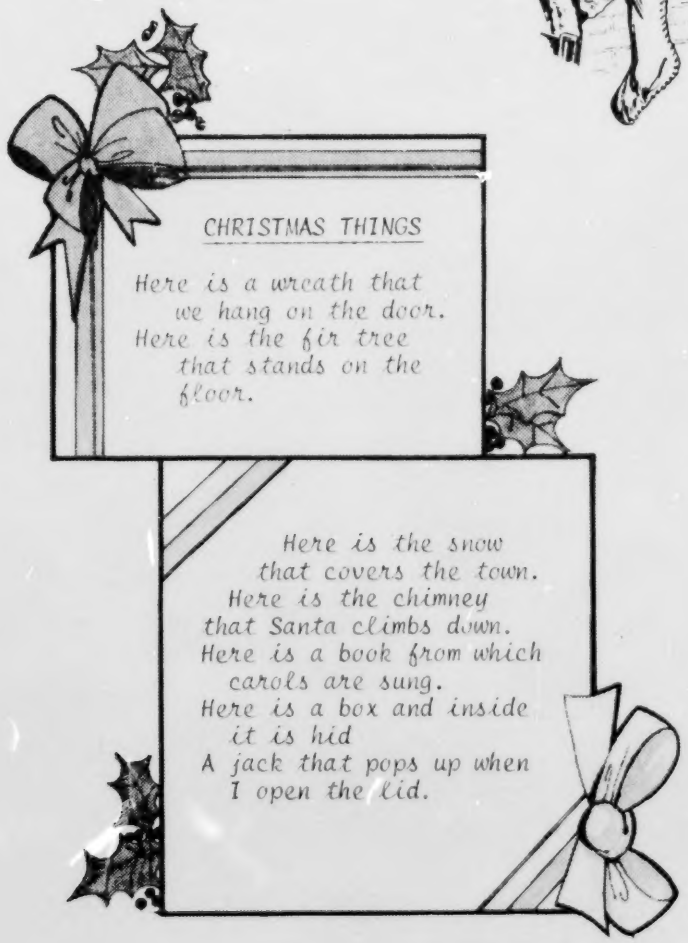
Next the good white flour comes,
Stirabout, stirabout, stirabout!

Sugar and peel and eggs and spice,
Stirabout, stirabout, stirabout!

Mix them and fix them and cook them twice,
Stirabout, stirabout, stirabout!

Merry Christmas

Bells are ringing,
Children singing,
Christmas time is here.
We would like to wish you
Merry Christmas and a Happy
New Year.


CHRISTMAS THINGS
Here is a wreath that
we hang on the door.
Here is the fir tree
that stands on the
floor.
Here is the snow
that covers the town.
Here is the chimney
that Santa climbs down.
Here is a book from which
carols are sung.
Here is a box and inside
it is hid
A jack that pops up when
I open the lid.

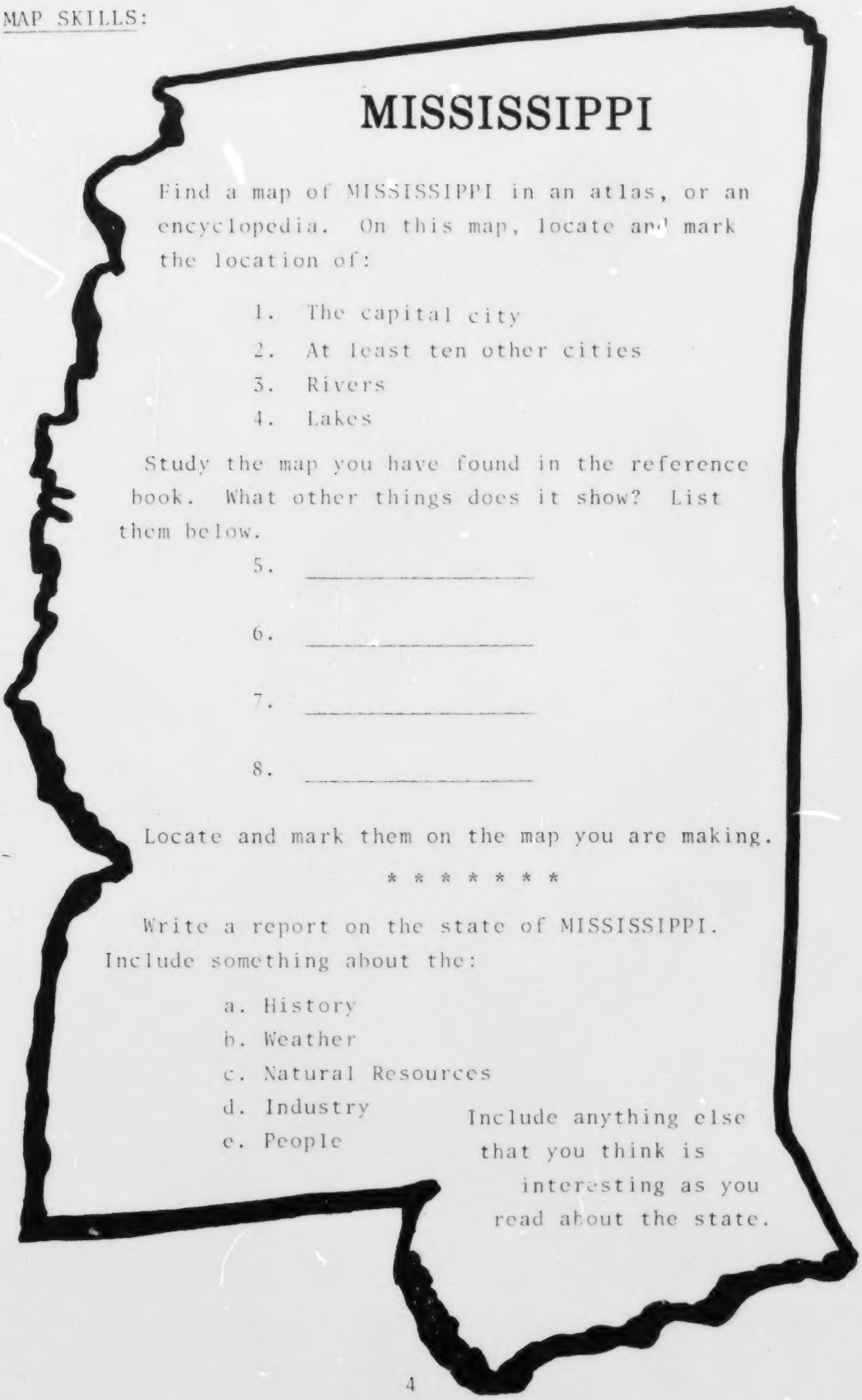
My Christmas Tree

My Christmas tree is nice and
bright
With bells *(shake bells)* and balls
(ball of circle of 2 hands) and Christmas
lights *(hands above head for flame)*
I hope that Santa Claus will see
The cake and cookies and remember me
(Point to see)

Five Santa's Helpers

*(*Children's names)*
Five Santa's helpers, hanging holly
on the door,
One went to *'s house, and then
there were four.
Four Santa's helpers, trimming up
the tree,
One went to *'s house, and then
there were three.
Three Santa's helpers, singing songs for
you,
One went to *'s house, and then there
were two.
Two Santa's helpers laughing having
fun,
One went to *'s house, and then there
was one.
One Santa's helper, said, "All the work
is done."
So he went to *'s house, and then
there were none.
Five Santa's helpers have all gone
away,
But they'll all come back again,
early Christmas Day.

MAP SKILLS:



MISSISSIPPI

Find a map of MISSISSIPPI in an atlas, or an encyclopedia. On this map, locate and mark the location of:

1. The capital city
2. At least ten other cities
3. Rivers
4. Lakes

Study the map you have found in the reference book. What other things does it show? List them below.

5. _____

6. _____

7. _____

8. _____

Locate and mark them on the map you are making.

* * * * * * *

Write a report on the state of MISSISSIPPI. Include something about the:

a. History
b. Weather
c. Natural Resources
d. Industry
e. People

Include anything else that you think is interesting as you read about the state.

MISSISSIPPI

Admission Day: December 10, 1817

STATE BIRD

Mockingbird

STATE FLOWER

Magnolia

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

State of the Month activity....

Use for a flannelboard story, nature study or with your State of the Month notebook.

MOCKINGBIRDS

The mockingbird is the state bird for the states of Arkansas, Florida, Tennessee, Texas and Mississippi. Here is a short legend that tells how the mockingbird got its name.

Once upon a time, there was a pretty little bird. He had no song of his own, but he had such a good voice that he could sing the songs of other birds.

If a crow said, "Caw, caw!" he would say, "Caw, caw!"

When the bobolink sang, the pretty little bird would imitate him, "Bob-o-link! Bob-o-link!"

"What a funny little bird," said all of the other birds together. "He has no song of his own. He mocks us. Let us call him a mockingbird."

And that was how the pretty little bird got its name.

Boys and girls, pretend that you are mockingbirds and repeat everything I say.

THE MOCKINGBIRD

THE BOB-O-LINK

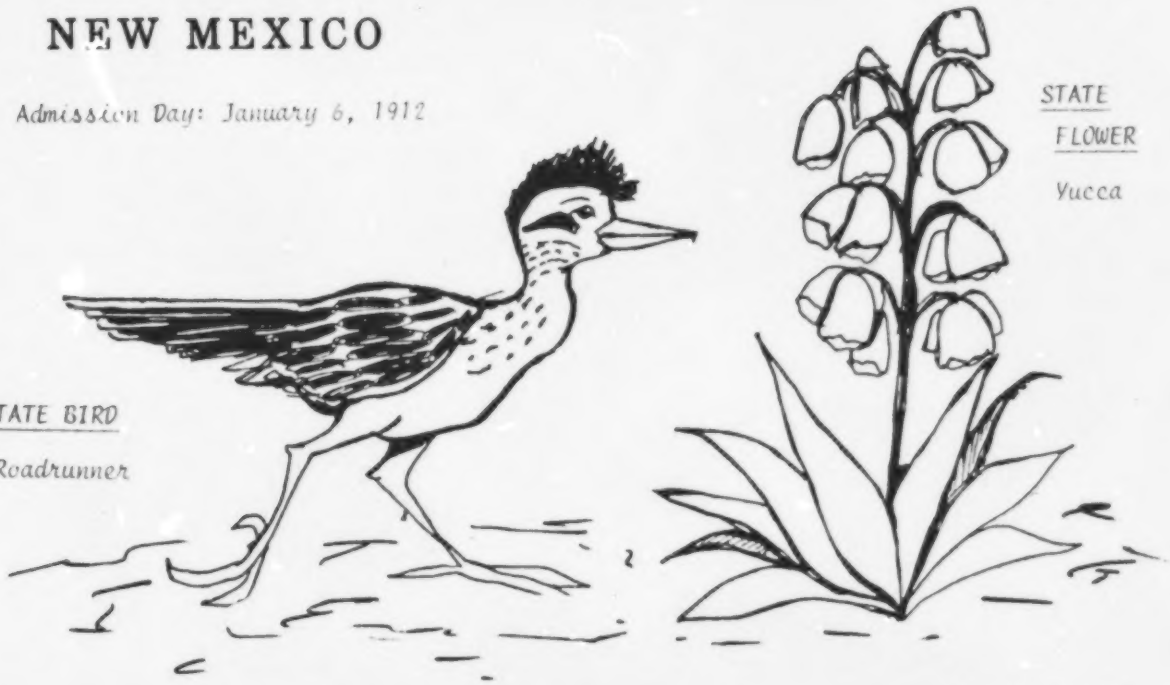
THE CROW (all black)

NEW MEXICO

Admission Day: January 6, 1912

STATE FLOWER

Yucca



STATE BIRD

Roadrunner

JANUARY

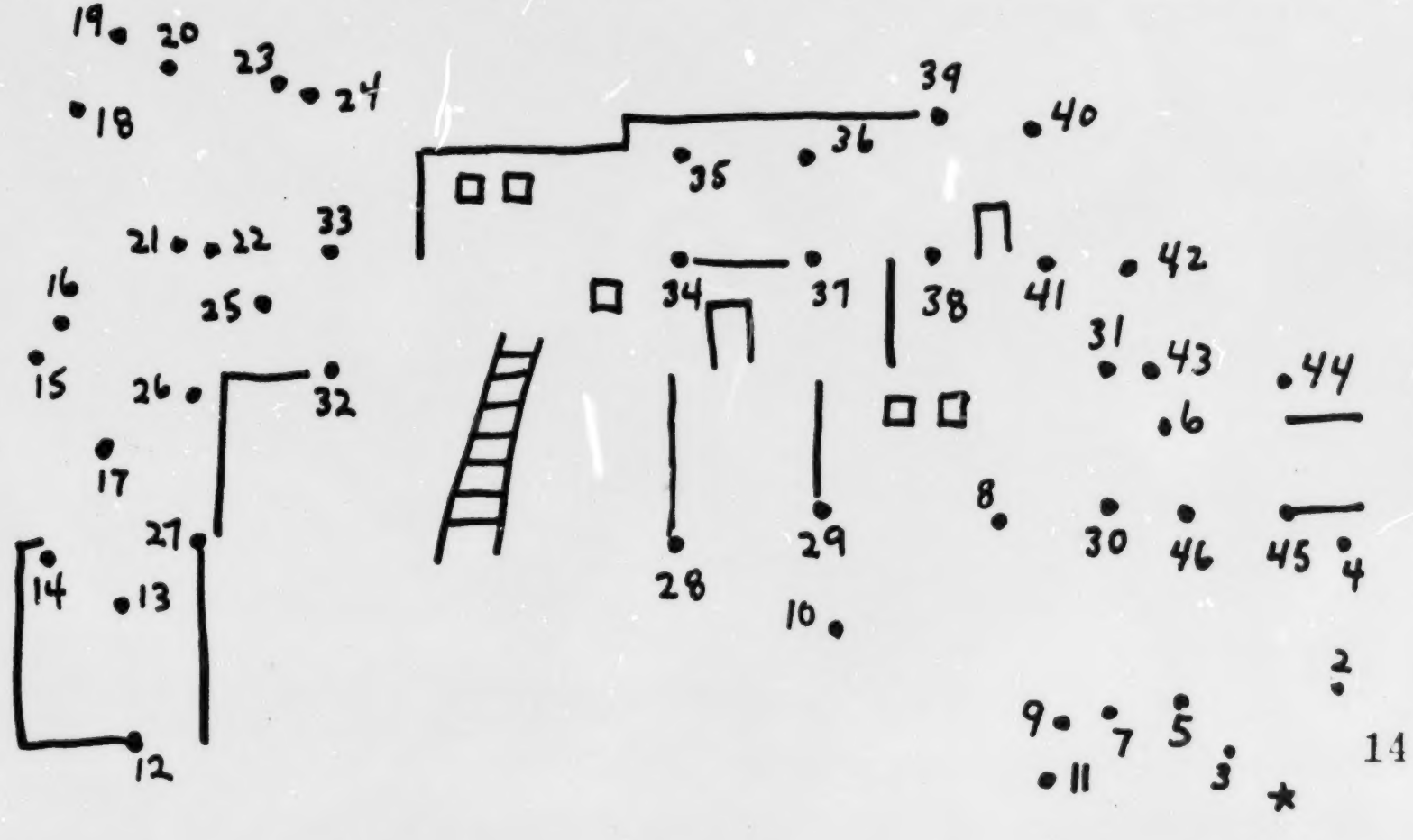
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

State of the Month...

There are many Indian tribes living in the state of NEW MEXICO. Help this little Indian brave find the way home to his teepee. Watch out for the prickly cactus plants along the way!

12

PUEBLO, NAVAJO, UTE AND APACHE INDIANS LIVE IN NEW MEXICO. WHEN THE EXPLORERS CAME FROM SPAIN ABOUT 400 YEARS AGO, THE INDIANS LIVED IN VILLAGES MADE OF CLAY AND STONE HOUSES CALLED "PUEBLOS." INDIANS STILL LIVE IN 18 PUEBLOS IN NEW MEXICO. JOIN THE DOTS TO SEE WHAT A PUEBLO LOOKS LIKE.



NEW MEXICO Dot-to-Dot

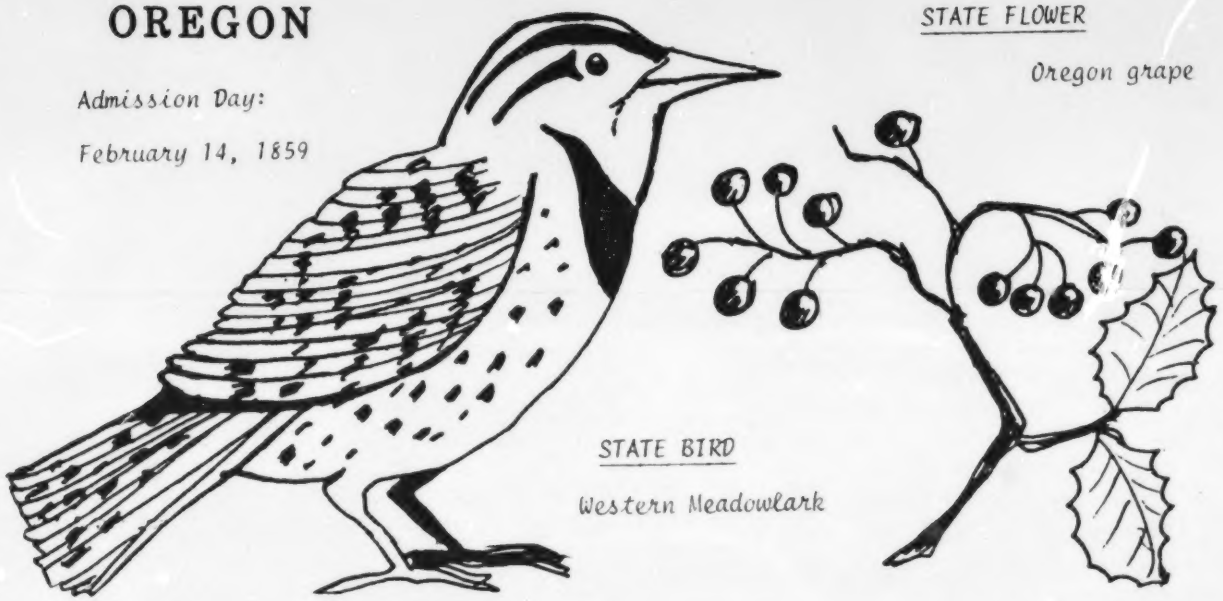
OREGON

Admission Day:

February 14, 1859

STATE FLOWER

Oregon grape



STATE BIRD

Western Meadowlark

FEBRUARY

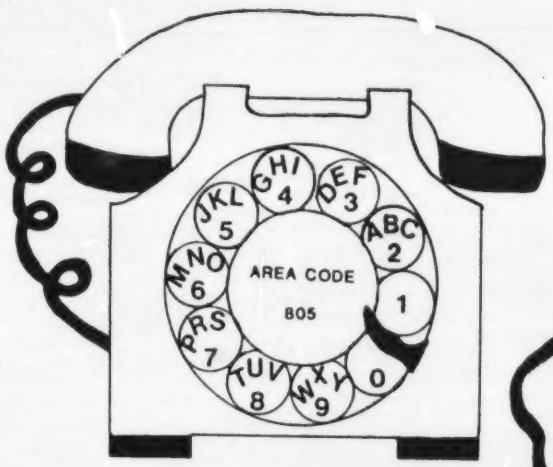
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

TELEPHONE MATH

Place a long-distance telephone call to a city in OREGON. Find the cost of the call by adding up the numbers found with each letter on the telephone dial.

Example:

SALEM = 7+2+5+3+6 = 23¢



Find the cost of a call to each of these cities in the same way.

1. PORTLAND _____
2. EUGENE _____
3. BEND _____
4. OXBOW _____
5. MURPHY _____
6. ELGIN _____
7. DUNDEE _____
8. BANDON _____

THE CLOWN FAMILY

(Color Recognition)

Mr. and Mrs. White Clown lived all alone in a big white house on a hill. One day Mrs. Clown said to her husband, "Oh dear, Oh how I wish we had some children. We have eight bedrooms upstairs and no one to sleep in them." "So do I," said Mr. Clown.

Days and months went by and every day Mr. and Mrs. White Clown wished and wished for a family.

One day Mr. Clown opened the front door to get the milk from the porch and there on the steps were EIGHT LITTLE BABY CLOWNS. "Mother Clown, come quickly!" said Mr. White Clown. Mother Clown came quickly and saw the babies. They looked just alike - every one of them had on a white suit. Papa and Mama Clown were so happy! They clapped their hands and danced with joy.

The little clowns were taken into the house and given some breakfast. That night they went to bed. Each little baby clown had a room all to himself.

The next morning Mama and Papa Clown discovered that the little clowns didn't have any names, so Papa Clown gave them each a name. Before long, the babies were playing tricks on Father Clown. When he called "Billy," Johnny came. When he called "Bobby," Kenny came. You see, they looked just alike and no one could tell them apart.

"Oh dear," said Mother Clown, "How are we going to tell them apart?" Father Clown sat down and thought and thought. "I know," said Mr. Clown, "Let's make different colored suits for them!" "Good," said Mrs. Clown.

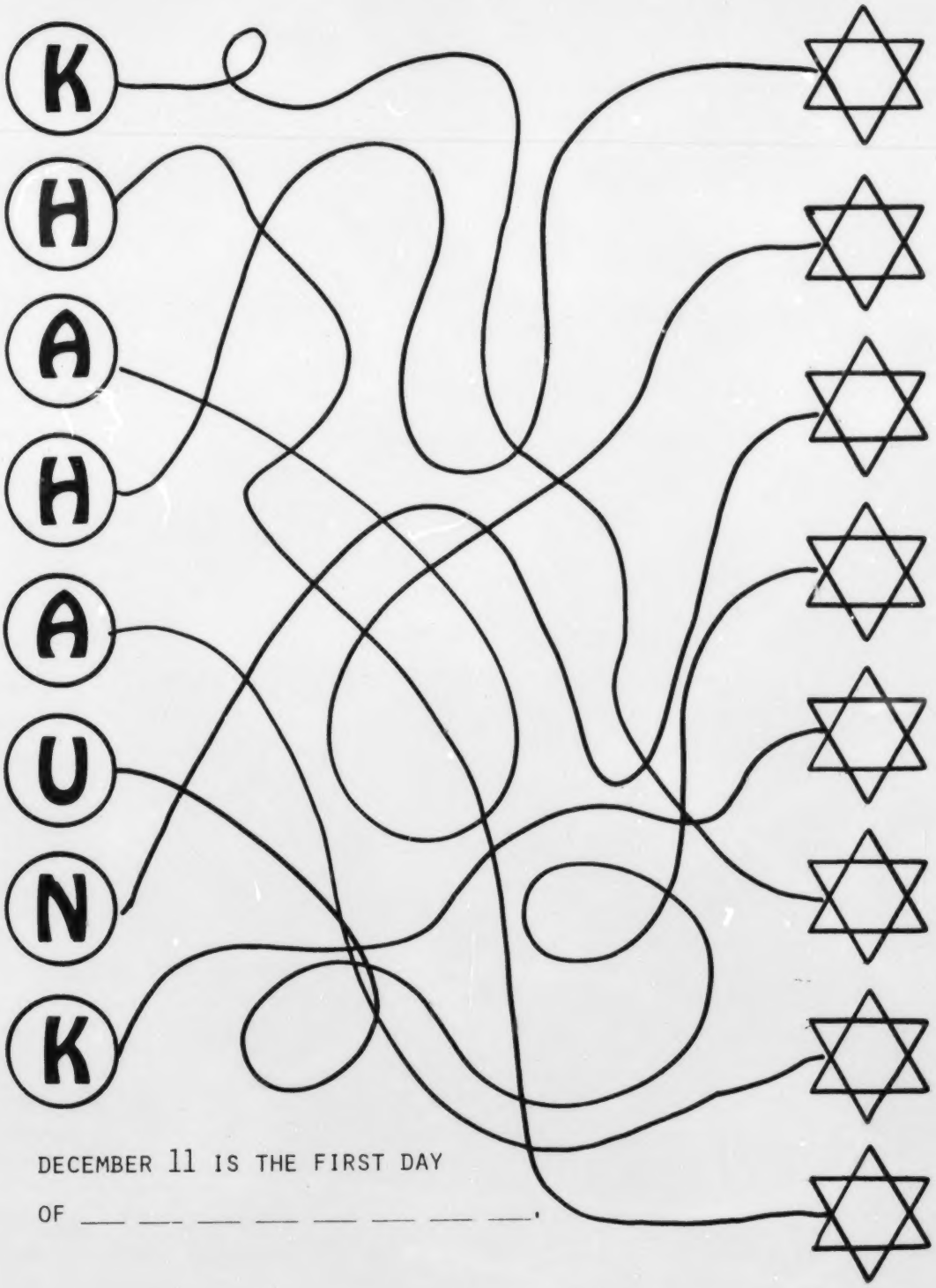
Right away she began making suits for the baby clowns, a red suit, a green suit, a blue suit, and a purple one. Then an orange suit, a black one, a brown one, a yellow one. Mother Clown dressed each clown in a different color. Now they could tell the children apart. When Father Clown wanted to talk to one of the little clowns he said, "Come here, Red Clown," or "Blue Clown, come here." Or "Black Clown is a good helper," or "it is Green Clown's turn," etc.

Everything went along fine until one day a big box arrived. In the box were eight pretty white balls and they were all alike. Each little clown took one of the balls and began to play. Pretty soon Father Clown heard one of the children crying, "Boo Hoo, that's mine," "That one is mine!" "No, it isn't," cried one of the other clowns. "Yes, it is," etc. What do you think happened? Yes, they couldn't tell the balls apart. They were all mixed up. Each clown thought the other had his ball.

Father Clown called Mother Clown, "What shall we do?" he asked. They just sat down and thought and thought. What shall we do?" (What do you think?) Yes, Mother Clown painted the balls, red, green, etc. Can you give the colored balls to the clowns?

MYSTERY MESSAGE

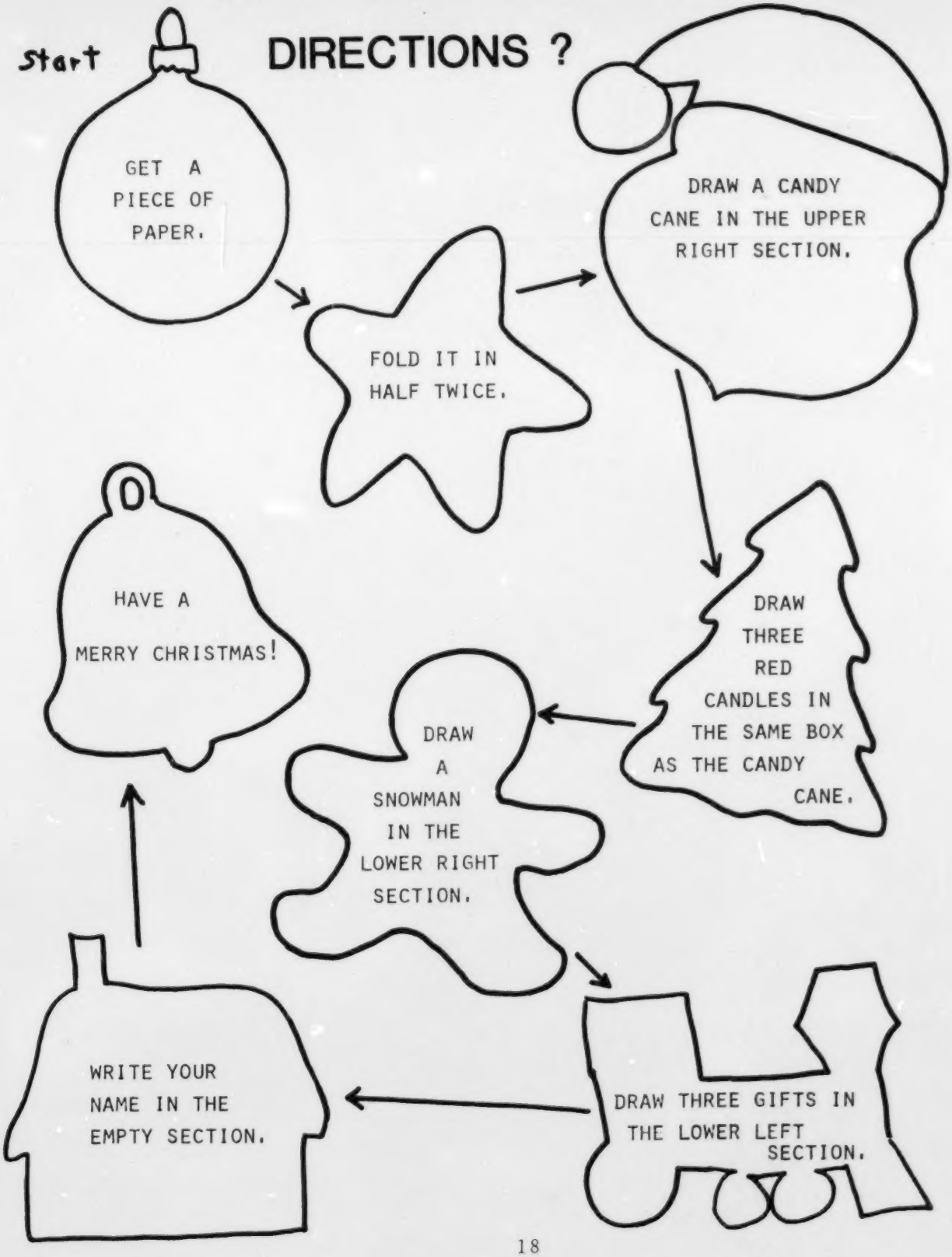
FOLLOW THE LINES. WRITE THE LETTERS IN THE SYMBOLS.



DECEMBER 11 IS THE FIRST DAY

OF ___ ___ ___ ___ ___ ___ ___ ___.

CAN YOU FOLLOW DIRECTIONS ?

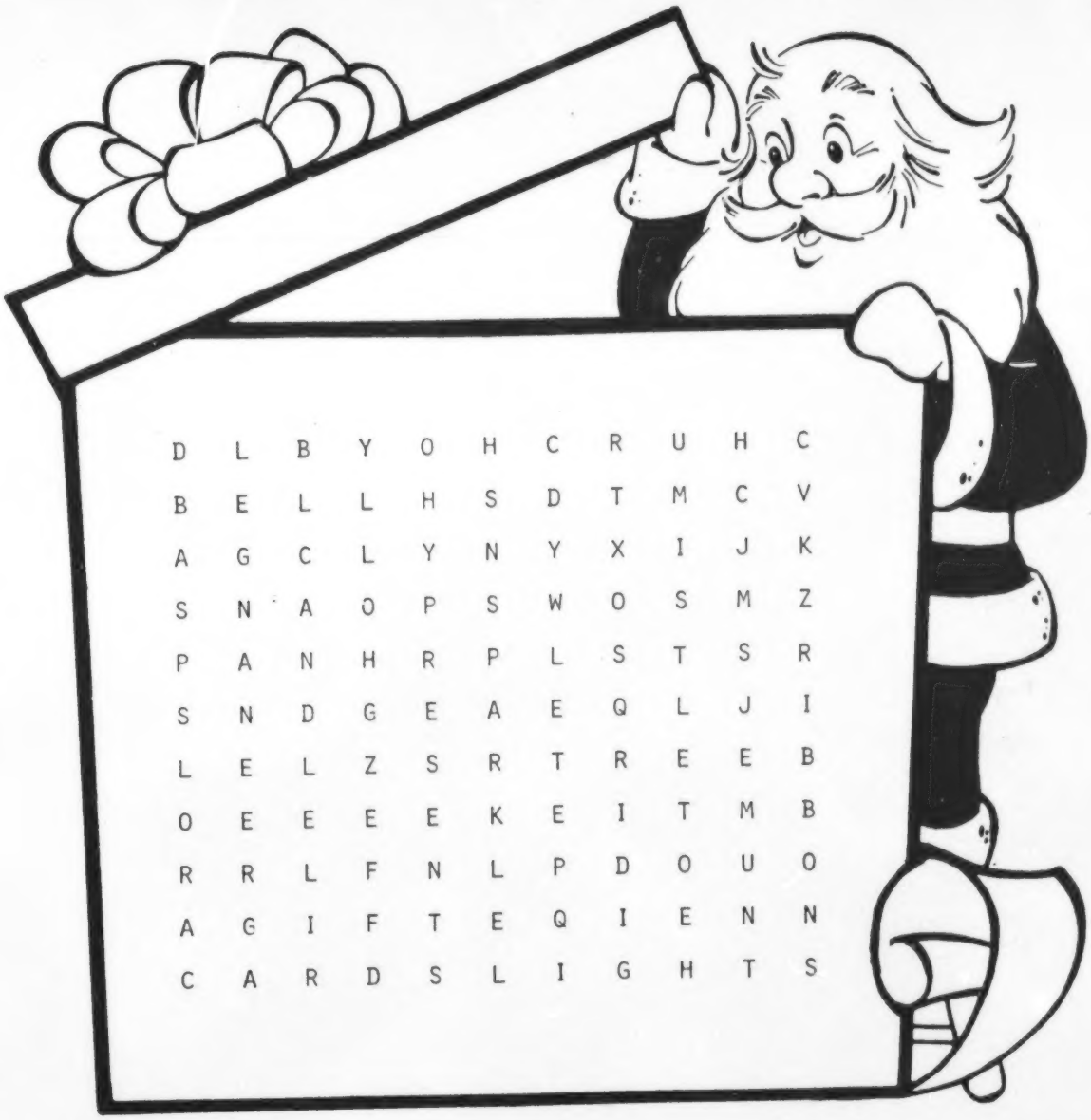

start
GET A PIECE OF PAPER.
FOLD IT IN HALF TWICE.
DRAW A CANDY CANE IN THE UPPER RIGHT SECTION.
DRAW THREE RED CANDLES IN THE SAME BOX AS THE CANDY CANE.
DRAW A SNOWMAN IN THE LOWER RIGHT SECTION.
DRAW THREE GIFTS IN THE LOWER LEFT SECTION.
WRITE YOUR NAME IN THE EMPTY SECTION.
HAVE A MERRY CHRISTMAS!

Jingles

JINGLES IS A CHRISTMAS ELF. HE IS VERY BUSY AT CHRISTMAS TIME! READ THE SENTENCES BELOW THAT TELL ABOUT JINGLES. THEN LOOK CAREFULLY AT ALL THE PICTURES. MATCH THE PICTURE WITH THE SENTENCE THAT TELLS ABOUT IT. WRITE THE NUMBER OF THE SENTENCE IN THE OBJECT THAT JINGLES IS HOLDING.

1. JINGLES IS RUSHING TO DELIVER A CHRISTMAS PRESENT.
2. SEE THE BIG STAR THAT JINGLES IS HOLDING.
3. HERE IS A BAG FULL OF TOYS JUST FOR YOU!
4. JINGLES POUNDS THE NAIL WITH HIS OWN HAMMER.
5. SOMETHING GOOD IS BEING STIRRED UP IN THE KETTLE.
6. IF YOU PEEK IN THE BOX, YOU MAY BE SURPRISED.
7. THIS PRESENT IS A VERY SPECIAL ONE.

CHRISTMAS WORD SEARCH



D L B Y O H C R U H C
B E L L H S D T M C V
A G C L Y N Y X I J K
S N A O P S W O S M Z
P A N H R P L S T S R
S N D G E A E Q L J I
L E L Z S R T R E E B
O E E E E K E I T M B
R R L F N L P D O U O
A G I F T E Q I E N N
C A R D S L I G H T S

WORD LIST

BELL	CHURCH	HOLLY	RED
CANDLE	DECORATIONS	LIGHTS	RIBBONS
CARDS	GIFT	MISTLETOE	SPARKLE
CAROLS	GREEN	PRESENTS	TOYS
			TREE

SNOWY WINTER FUN PUZZLE

ON JANUARY 1 WE CELEBRATE THE BIRTHDAY OF THE NEW YEAR - 1983 !

WHO WILL HAVE A BIRTHDAY IN THE NEW YEAR ? WE ALL WILL.

UNSCRAMBLE THE WORDS BELOW TO FIND THE NAMES OF ALL OF THE MONTHS IN THE NEW YEAR. WITH YOUR RED CRAYON, CIRCLE THE MONTH IN WHICH YOUR OWN BIRTHDAY COMES.

BEOTORC

HAMCR

YNUAJAR

PRIAL

BRECEDME

RBFRYAEU

SUUTAG

YAM

LYJU

REVOBNEM

SPETBREME

NUJE

Dr. Martin Luther King, Jr., birthday - January 15, 1929.

DR. MARTIN LUTHER KING, JR.

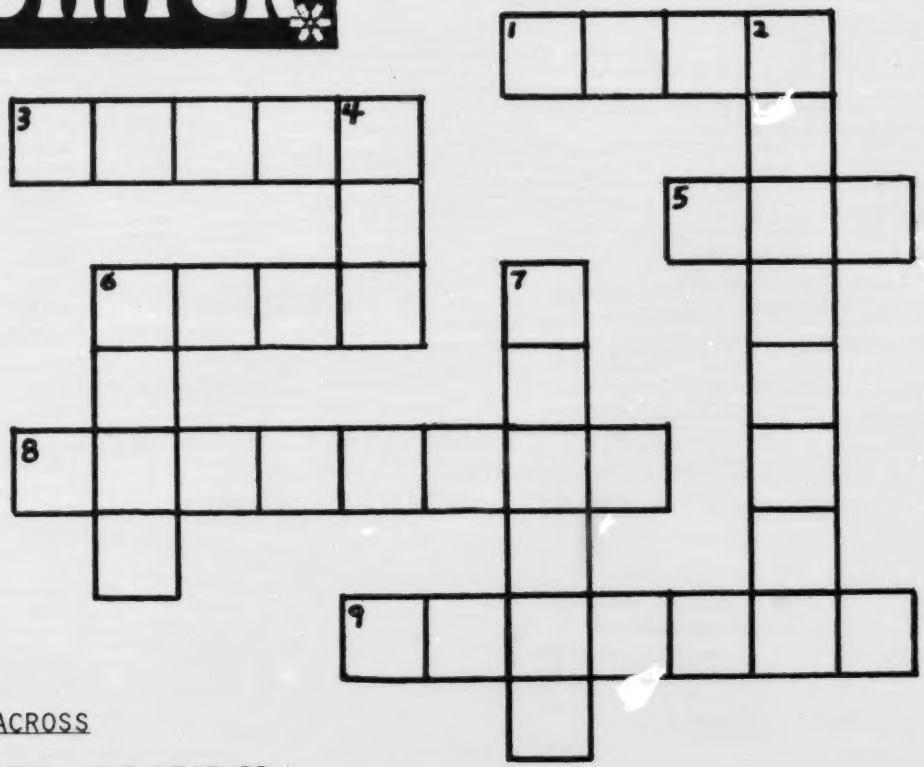
What do you know about Dr. Martin Luther King, Jr.? Find out all you can about him. Write a report or give an oral report to your class. Where will you look for information?

Capture the Outlaws

Read each sentence carefully. Underline the misspelled word and spell it correctly on the line to the right of the sentence. Don't let any get away!

1. The teacher sat in her chiar. _____
2. Only two aplles were on the tree. _____
3. Would you like to traid sandwiches? _____
4. Frank was a good sinnger. _____
5. He liked to make modal airplanes. _____
6. The toy train fell off the tracts. _____
7. He made a little bakset in class. _____
8. The theif stole our neighbor's car. _____
9. Let me use your fishing polle. _____
10. Have you seen my basebal bat? _____
11. I have two weeks for my vakation. _____
12. There was a great silense that night. _____
13. Fourten people were in the play. _____
14. Use your calculater to get the answer. _____
15. My favorite foods are vegtabiles. _____
16. It is time to do your speling lesson. _____
17. That answer is not corect. _____
18. I can't rember the date. _____
19. Who helps you with your mathmatics? _____
20. My coach is a great athalete. _____

WINTER



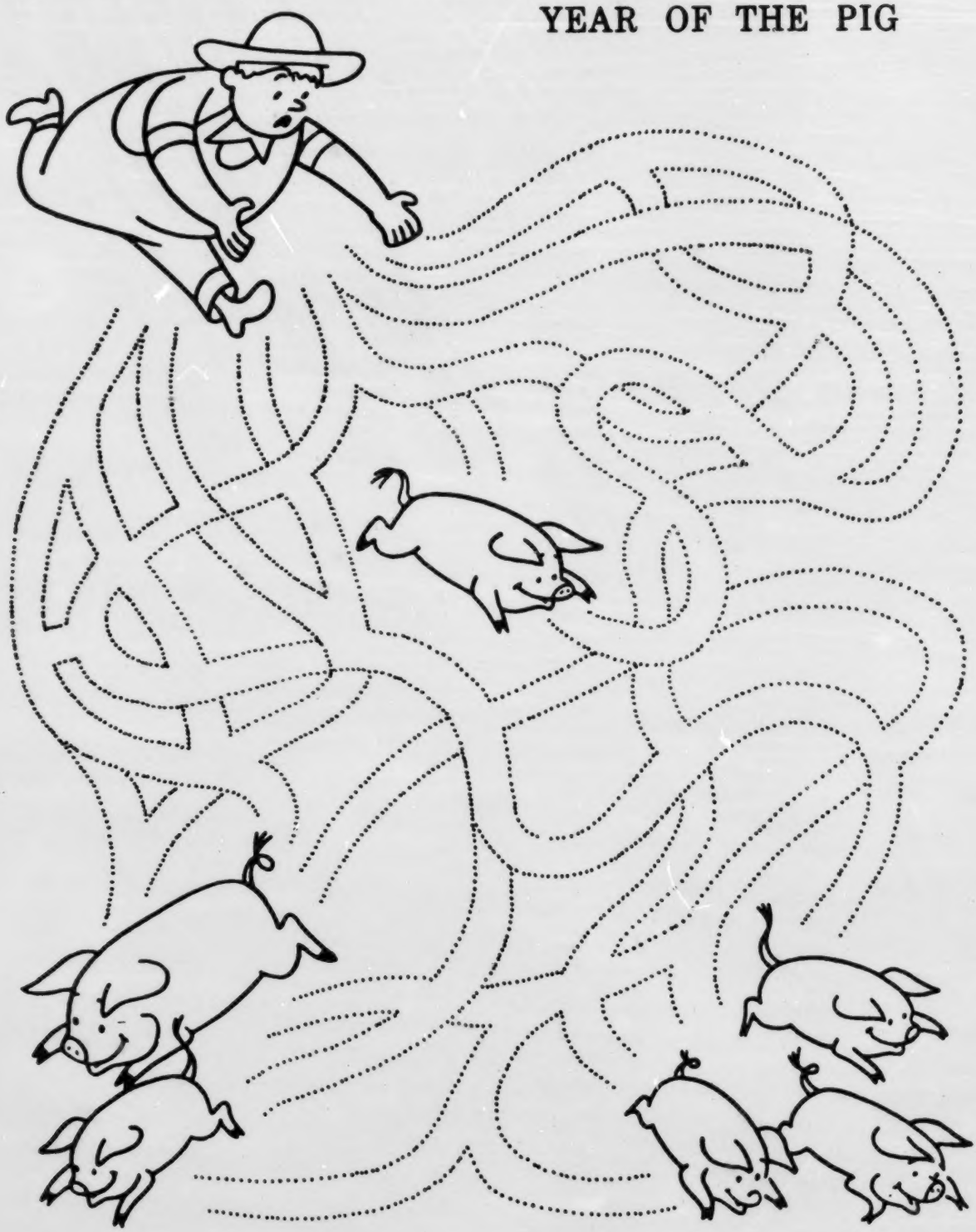
ACROSS

1. IN WINTER, THE WEATHER IS USUALLY VERY _____.
3. A TOY _____ IS A GOOD CHRISTMAS PRESENT.
5. WE LIKE TO GO SKATING ON THE FROZEN _____.
6. IT IS FUN TO RUN AND PLAY IN THE _____.
8. THIS IS THE LAST MONTH OF WINTER.
9. THIS IS THE SECOND MONTH OF WINTER.

DOWN

1. THIS IS THE FIRST MONTH OF WINTER.
4. JANUARY 1 IS THE FIRST DAY OF THE _____ YEAR.
7. AFTER WINTER, _____ COMES.

YEAR OF THE PIG

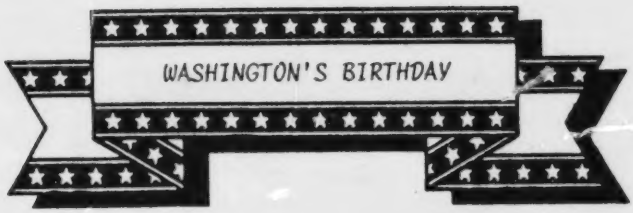


Help the farmer catch <u>all</u> his runaway pigs!

HOW MANY WORDS CAN YOU MAKE FROM THE LETTERS IN:

BE MY VALENTINE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____



Use Washington's birthday as a time to help your class learn more about our nation's flag.

1. What are the colors?

2. Do you know what the red means?

   "Be brave!"

3. What does the white mean?

   "Be good!"

4. What does the blue mean?

   "Be true!" That means loyal, or being a good friend to your country. Be true blue! If you love your country, will you throw trash on the road? etc..

5. How many stripes? Count them.

   Why? Because there were 13 states when our country began.

6. How many stars? Count them.

   Why? Because we have 50 states now.

POEM

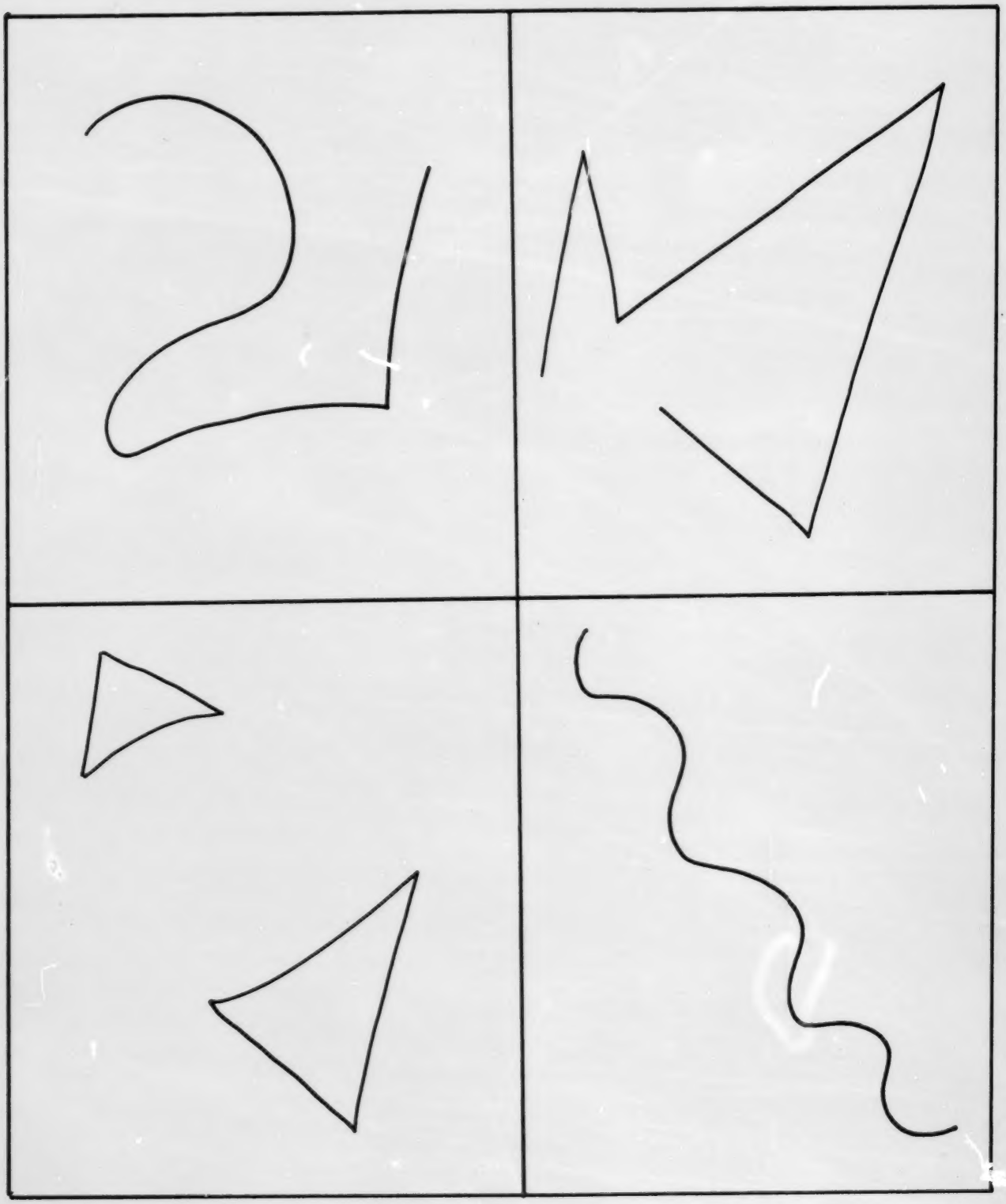
Perhaps the reason little folks
Are sometimes great when they grow taller,
Is just because,
Like Washington,
They do their best when they are smaller.

DOLLAR BILL

Show a dollar bill with Washington's picture on it. Emphasize the fact that he was a very good man who became very great.

BE A CREATOR!

Can you make a picture in each box, by using the different lines?



WORD IDENTIFICATION

DIRECTIONS: Draw a line to the correct picture. Then draw a line to the same word in the right-hand column and fill in the missing vowels.

bat		b _ x
flag		b _ ll
box		c _ ke
book		bl _ t _
ball		f _ sh
cake		c _ p
cat		b a t
plate		fl _ g
fish		b _ _ k
cup		sp _ _ n
spoon		c _ t

Morse Code

WRITE A MESSAGE IN CODE TO A FRIEND. SEE HOW FAST YOUR FRIEND CAN DECODE IT.

A	·–	J	·–––	S	···
B	–···	K	–·–	T	–
C	–·–·	L	·–··	U	··–
D	–··	M	––	V	···–
E	·	N	–·	W	·––
F	··–·	O	–––	X	–··–
G	––·	P	·––·	Y	–·––
H	····	Q	––·–	Z	––··
I	··	R	·–·		

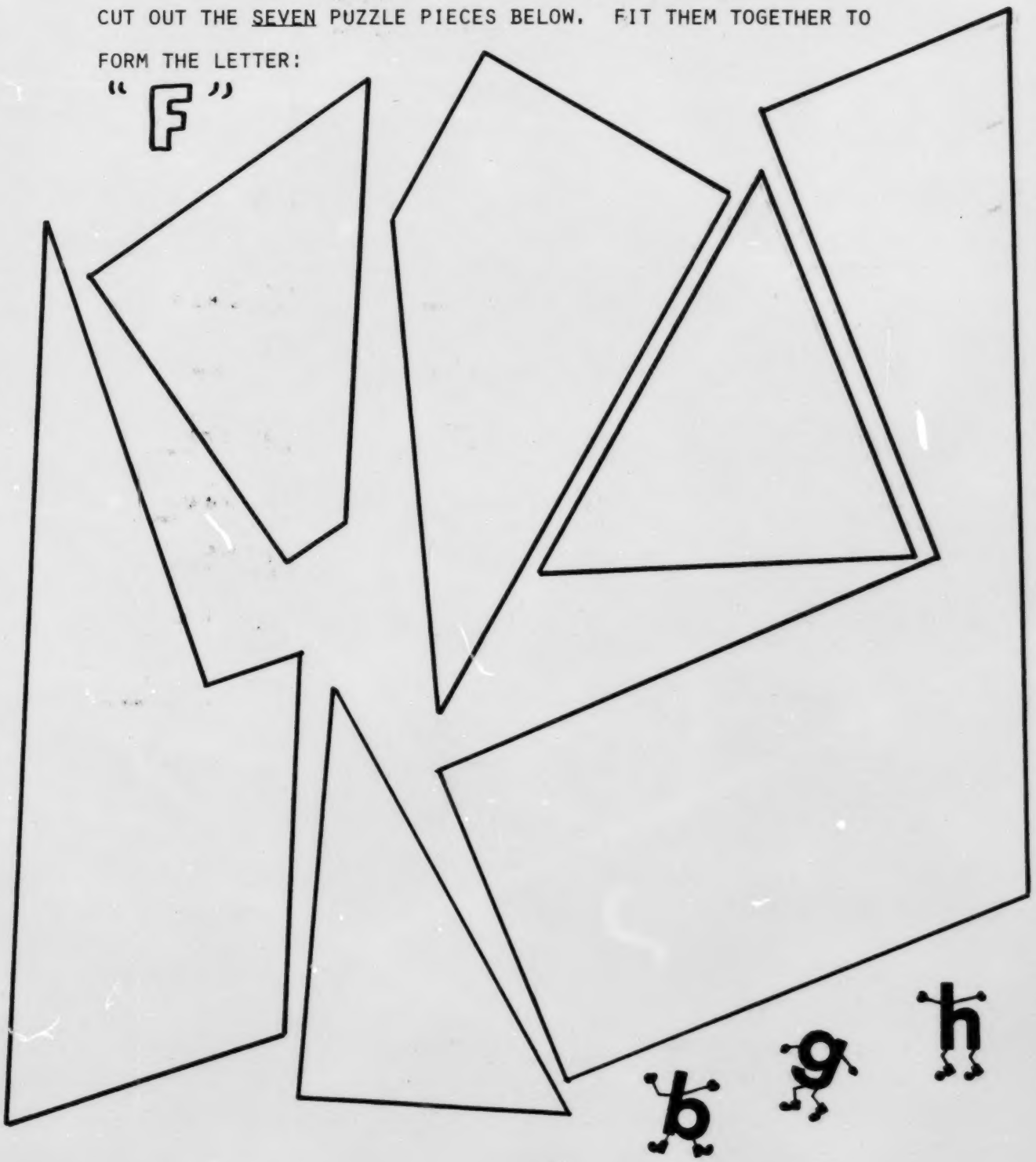
HERE IS A WELL-KNOWN MESSAGE IN MORSE CODE. WHAT DOES IT SAY? WHAT DOES IT MEAN? WHY IS THIS CODE CALLED 'MORSE CODE'? WHY IS IT USED? WHO USES IT? REPORT TO THE CLASS ON ALL YOU FIND OUT.

··· ––– ···

CHALLENGER PUZZLE

CUT OUT THE SEVEN PUZZLE PIECES BELOW. FIT THEM TOGETHER TO FORM THE LETTER:

"F"



COUNT & COLOR

COLOR CODE:

BROWN •	YELLOW • • •	ORANGE • • • • •
RED • •	PINK • • • •	GREEN • • • • • •

SANTA'S TOY BAG

Directions to Teacher: Read the instructions aloud to the students.

COLOR THE FIRST AND LAST TEDDY BEARS BROWN. COLOR THE REST OF THE TEDDY BEARS ORANGE.

PUT A RED "X" ON THE SKATES IN THE MIDDLE. CIRCLE THE FOURTH PAIR OF SKATES.

UNDERLINE THE FIRST AND THIRD DOLLS. COLOR THE SIXTH DOLL YELLOW.

MAKE A PURPLE BOX AROUND THE SECOND JACK-IN-THE-BOX. THEN COLOR IT GREEN.

DRAW A RED LINE BETWEEN THE FIRST AND THIRD TOPS. COLOR ALL THE TOPS YELLOW.

COLOR THREE MITTS BROWN AND THREE MITTS BLACK. UNDERLINE THE BROWN MITTS.

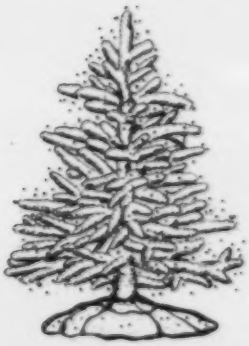
EVEN IT UP!

Beginning with "2", connect the dots in order - using only the <u>even</u> numbers.

CHRISTMAS TREE CENTER

A.

B.



D.

C.

E.

Some suggestions for using:

CHRISTMAS TREE CENTER

You can use the CHRISTMAS TREE CENTER on the opposite page for a variety of Math activities for the holidays. Here are just a few ideas to get you started.

1) Put a price on the tag beside each tree. Ask students to tell the amount of change they would receive if they paid for each tree with a:

   a) $10.00 bill or a b) $20.00 bill depending on the grade level of your students.

2) Use <u>one</u> of the following problems for <u>each</u> tree. The answer to the problem is the price of the tree. (Two possible problems are given for each tree - one that involves "carrying" and one that does not.) The problems can be written on the blackboard and copied by the students.

for A:

$8.20	$7.80
+ 2.40	+ 3.65

for B:

$3.20	$4.95
+ 6.10	+ 2.95

for C:

$2.40	$1 35
+ 6.30	+ 3.50

<u>for D</u>:

$5.25	$3.50
+ 2.00	+ 2.50

<u>for E</u>:

$2.50	$2.25
+ 5.00	+ 6.75

3) Have students fold a 12" x 18" piece of blank newsprint into 8 sections. In each section have the students draw a Christmas tree and then place a price in the box with each tree. They should label their papers: "_____'S CHRISTMAS TREE LOT.

   Use this activity to stress the correct writing of monetary values. For instance, they should know:

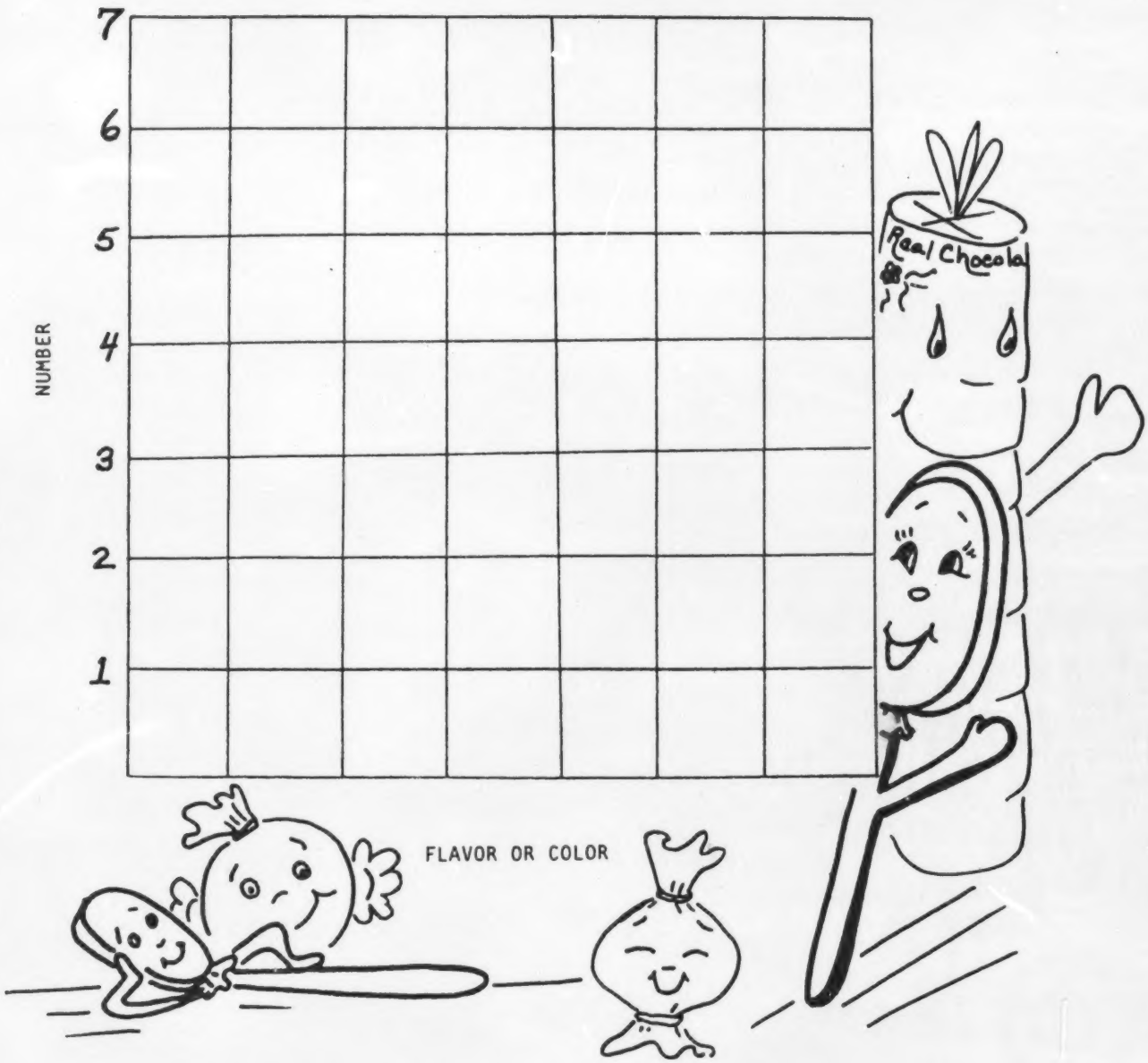
   a) $ first
   b) correct placement of decimals
   c) do not mix $ and ¢ in the same price: <u>wrong</u> $1.59¢; <u>right</u> $1.59
   d) ¢ is at the end of the amount
   e) no decimal point is used with the ¢ sign: <u>wrong</u> .40¢; <u>right</u> 40¢
   f) cents can be expressed with just the decimal point and no ¢ sign: .40

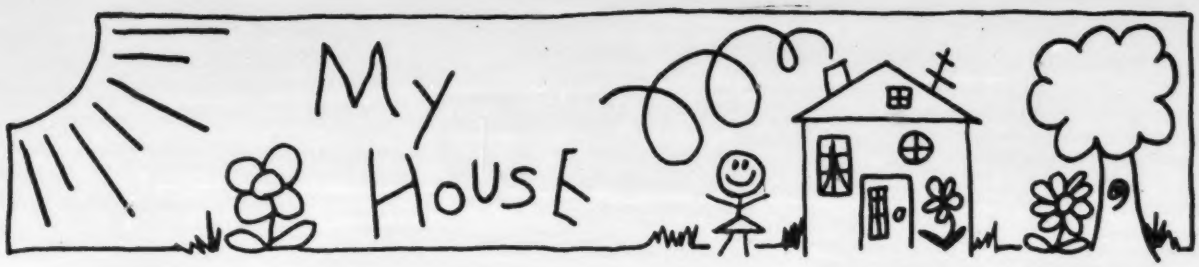
   Any price on the Christmas trees is acceptable if <u>written correctly</u>.

A variety of other activities can be developed using the CHRISTMAS TREE CENTER page by duplicating or gluing the page onto card stock or thin cardboard and laminating it for durability.

CANDY GRAPH

DIRECTIONS: Sort a bag of candy by flavor or color. Let each column represent a given flavor or color, such as, cherry or red. Write the name of each flavor or color under the column.





By _____

Date _____

My house has _____ rooms.

My house has _____ windows.

It has _____ beds.

My house has _____ doors and

_____ door knobs.

It has _____ sinks.

There are _____ forks.

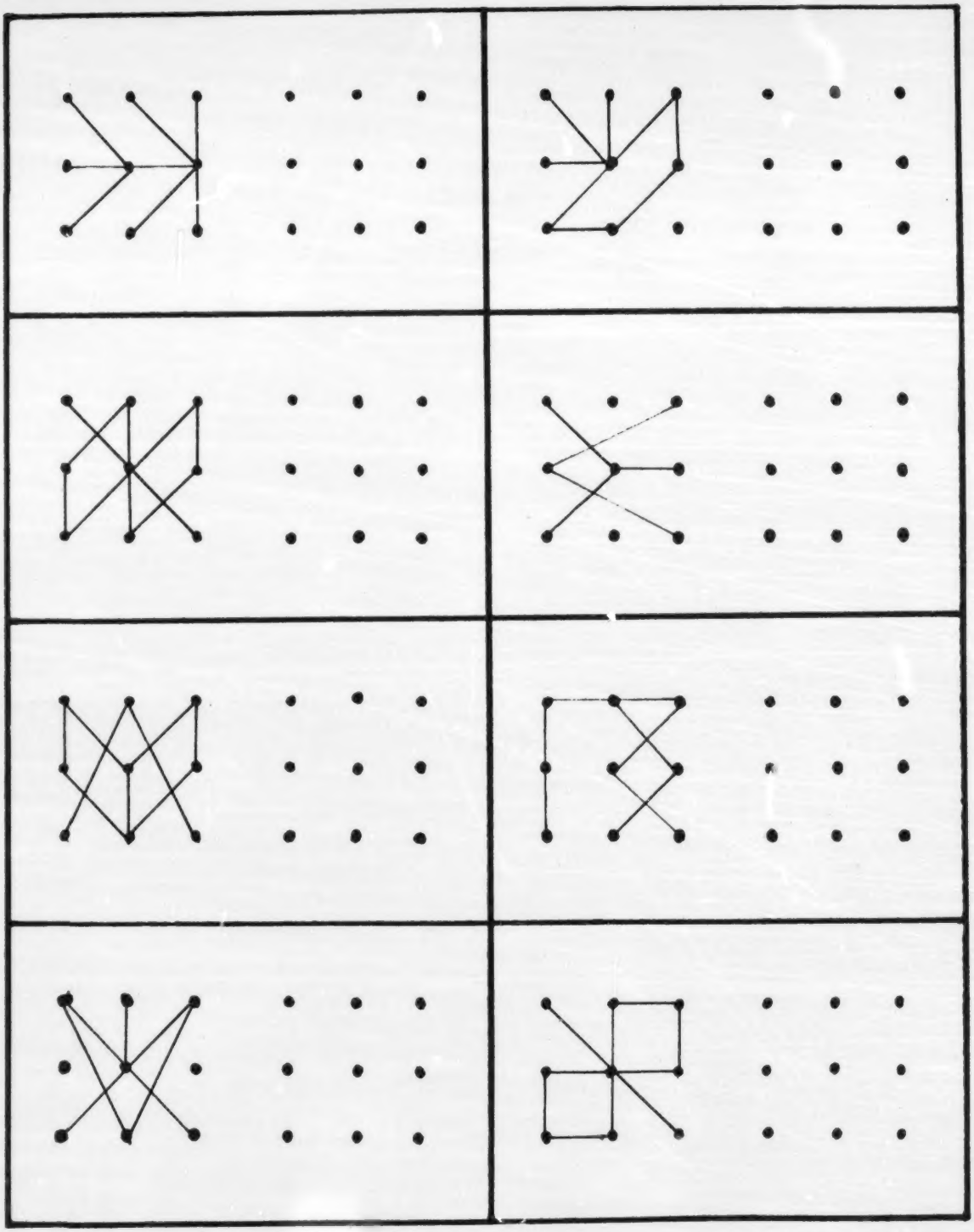
It is _____ from my bed to

the door of my room.

Its color is _____.

DOTTLES

In each box below, draw the line figures between the dots on the right side of each box .



The Telephone

PURPOSE

To introduce the children to the telephone company.

MATERIALS

1. Speaker from the telephone company.*
   OR
   Film about the telephone and telephone company.*
2. Chart paper.
3. Felt pens
4. All task cards.

INTRODUCTION

Say: "Today we're going to begin finding our about the telephone company-the jobs connected with the telephone, the equipment and what happens when you make a phone call."

CLASS ACTIVITIES

1. Introduce speaker or film. Listen to speaker and ask questions OR view and discuss film.
2. List some of the jobs which are part of of the telephone company.**
3. Do task cards.

SUMMARY

Say: "Now that we have a general idea of the work done by the telephone company, tomorrow let's find out about more of the jobs."

*To the teacher: See Community Resources section for Pacific Telephone contact person to arrange for speaker, films, pamphlets and Telezonia: A Communications program.
Also see Instructional Materials for suggested films, including Telezonia, at IRC, Kern County Superintendent of Schools.

**The teacher may wish to review the information sheets on the following pages, prior to this discussion.

Excerpts from: "The Telephone." To order the complete unit, request:

PROJECT CHOICE #159, A CAREER EDUCATION UNIT FOR GRADES 1-2. OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CA 93309

COMMUNICATION !

MATERIALS:

Paper
Pencil
Your mind
A friend

We are used to being able to just pick up the phone and call a friend whenever we want. But what did people do a long time ago? List as many ways as you can of other ways to communicate. Ask a friend to help you.

PURPOSE

To introduce to the students the history of the telephone.

MATERIALS

1. Films or filmstrips about the history of communication and the telephone.*
2. Task cards 7, 14, 16.

INTRODUCTION

Say: "Today we're going to go back in history and see what the first telephone was like and how it has been improved over the years."

CLASS ACTIVITIES

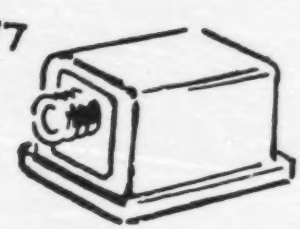
1. View films or filmstrips.
2. Discussion to trace history of telephone from first phone to today.
3. Do task cards.

SUMMARY

Say: "Now that we have seen how the telephone has changed over the years tomorrow we will see what may happen in the future."

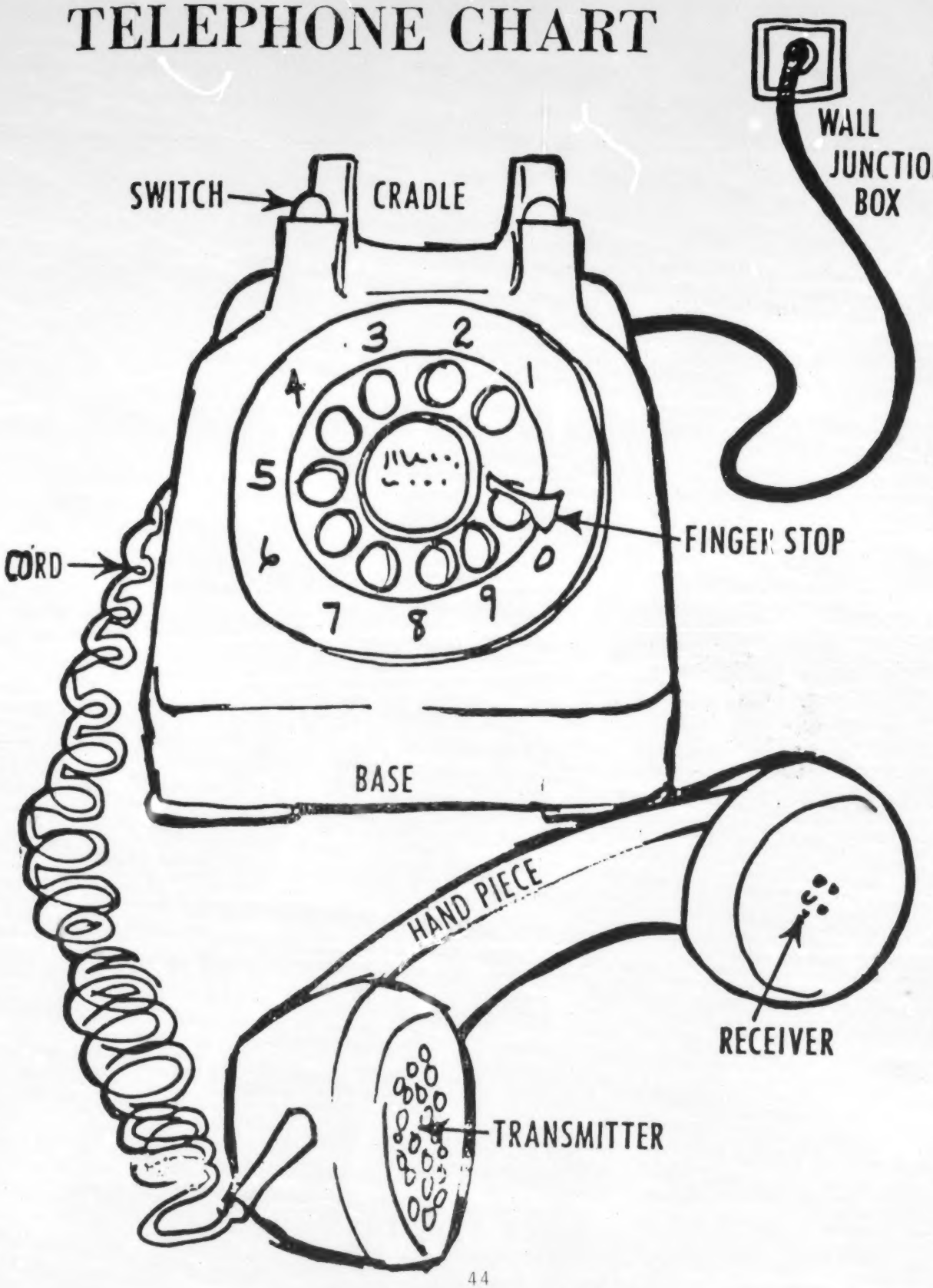
Materials:

Construction Paper
Paste
Magazines
Scissors

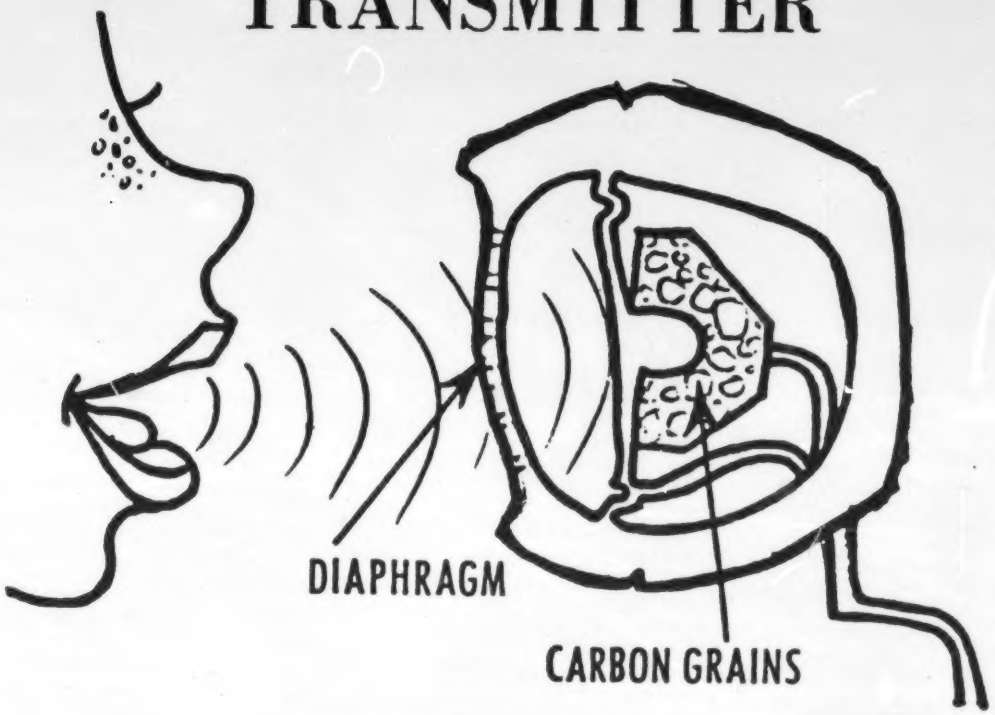


Make a scrapbook of the different kinds of telephones - from the first type to the new picture telephone. Make an interesting cover for your book.

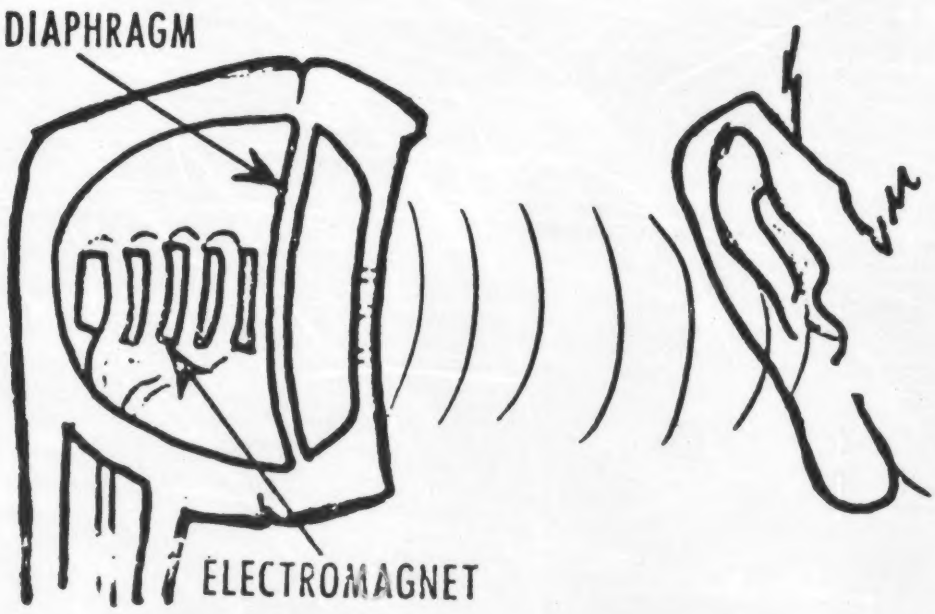
TELEPHONE CHART



TRANSMITTER



RECEIVER



LET YOUR FINGERS DO THE WALKING

PURPOSE

To make the students aware of the correct way to use a telephone and telephone directory.

MATERIALS

1. Telephones (toy or real).
2. Telephone Directory.
3. Suggested films: Telezonia, kit 4530, and Telephone for Help, 3918 (Available IRC, Kern County Superintendent of Schools.)

INTRODUCTION

Say: "Today we're going to see how to make a phone call and how to receive a phone call. Also what to do in an emergency."

CLASS ACTIVITIES

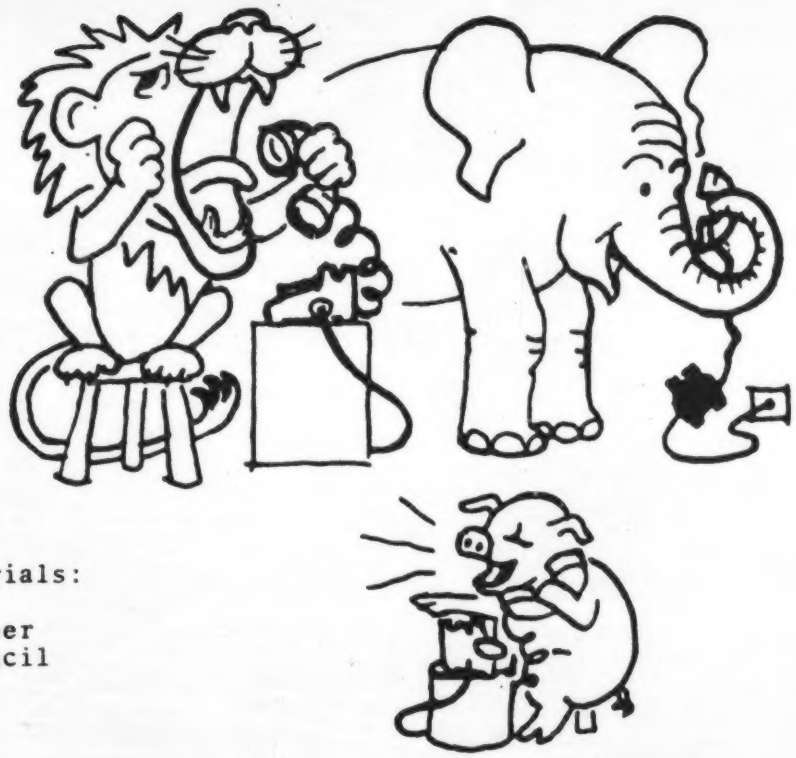
1. View suggested films.
2. Discuss good manners, answering, taking messages, saying good-bye.
3. Practice with phone in pairs or groups.
4. Discuss emergency situations.
5. Practice using directory.

Materials:

Telephone Book
Pencil
Paper

Look through the yellow pages and find as many businesses as you can that you have never heard of before.

HOW ARE YOUR TELEPHONE MANNERS?



Materials:

Paper
Pencil

Make a list of rules of etiquette to use when using the phone. Think about when you are the caller and also when someone calls you.

Teacher Information Sheet:

Telephone of Future

Picturephone: School, business, home use. You sit about 4 ft. from unit. Each caller can see the other. You can switch to see yourself without interrupting conversation. You can switch off your image without interrupting conversation. You can show objects to others.

Unusual Phones

Phones for persons with Imparied Hearing or Speech:

Handset that amplifies the volume of the voice being received.

Handset that amplifies the volume of the voice being spoken into it.

Handset Amplifier used to assist PBX switchboard operator with impaired hearing.

Bone Conduction Receiver for people who can hear better through bone conduction of sound, this receiver transmits sound vibrations to the inner ear.

Watchcase Receiver for third person assistance: A deaf person who can talk can carry on a telephone conversation with the aid of a third person. The third person listens to the other party on the watchcase receiver and repeats the words. By reading the third person's lips, the deaf person will know what the other party is saying.

Code-Com Set: For the deaf, deaf-blind and those who can't speak. The set converts sound signals into sight signals (flashing light) and into touch signals (vibrations). If the signals are coded in some pre-arranged way-Morse Code-the deaf person can read them by watching the light or feeling the vibration. A person without speech can "talk" by using the sending button to transmit code signals.

Seeing Aid Switchboard: Enables a blind person to act as an attendant for a business telephone system. A photoelectric device converts a switchboard's light signals to sound. Braille designation strips are available for some PBX switchboards.

Electronic Larynx: For people who have lost the use of their larynx. The unit substitutes electronic vibrations for natural ones. When the electronic larynx is placed against a person's neck, sound comes out of his mouth.

Card Dialer: People who have difficulty dialing a telephone may use a pre-punched card. When a card is inserted and start bar depressed, the number is dialed automatically.

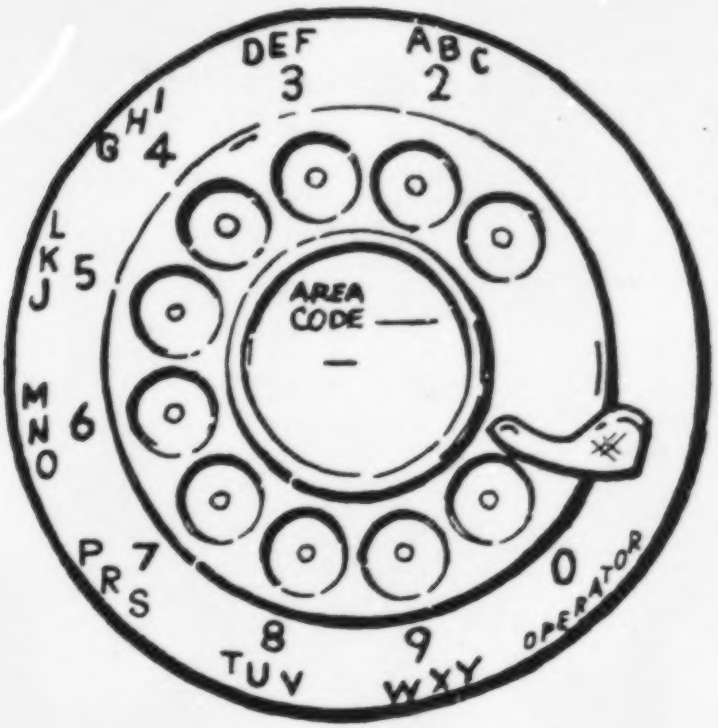
Speakerphone: Has two small units in addition to a regular telephone-a loud speaker to listen to incoming voice and a microphone for transmitting the outgoing voice.

Homebound Student Service: Children who cannot go to school are provided with a two-way communications setup which allows the student to participate in class lessons.

Tele-class Service: Used when all students are unable to attend a class. Twenty students wearing headsets may participate. Each student can hear the teacher and each other or teacher and one student. The class can be divided into groups for separate discussion.

When we answer the telephone we usually say "Hello." What do people in other countries say?

THE DAY THE PHONES WENT DEAD



Materials:

Paper
Pencil
A good imagination

Write a story or play to present to the class about what might happen to a family if the phones didn't work for 24 hours.

"SPONGE" ACTIVITIES

In every school day, there are those odd-shaped minutes - when certain students, or the whole class, find a little extra time to fill. These stray moments can add up to a lot of lost time over a few days - but the creative, on-your-toes teacher will find many rewarding ways to turn that wasted time into valuable learning time.

Here are some suggestions that might help you to utilize the students' total time in school for maximum learning. We think both you and the students will find them interesting and exciting. Soon, you will be creating your own.

1. "I Spy" - who can find something in the room that starts with M, P, etc?
2. Who can find something in the room that has the sound of short a, long a, etc?

Dismissal Sponges

3. Dismiss by color of eyes, color of clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name, beginning letter of last name.
4. Name an object that begins with B, C, etc. Pretend you are this object as you leave.
5. Use flashcards with vocabulary words or math facts on them. A first correct answer earns dismissal.
6. To be dismissed, a child names an object in the room which is either in the shape of a triangle, circle, square, etc.
7. Say the days of the week, the months of the year.
8. Those children who have all crayons put away may leave now, etc.
9. Count in order or by 2's, 5's, etc.
10. Say a word that begins or ends with certain consonants, blends, etc.

The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergent production, divergent production and evaluation.

OPERATION/ACTIVITY	PAGE(S)
COGNITION	
Calendar of Events	1
Monthly Calendar	5,8,11
Map Skill	4
Maze	9,26
Dot-to-Dot	10,35
Addition	12,37
Word Order	17,22
Follow Directions	18,34
Comprehension	19
Word Search	20
Puzzle	21,22
Vowels	30
C.H.O.I.C.E. Activities	41-50
MEMORY	
Poetry	2,3
Flannel Board Story	6-7,13-16
CONVERGENT PRODUCTION	
Proof Read	24
Crossword Puzzle	25
Morse Code	31
Sentence Completion	39
DIVERGENT PRODUCTION	
Word Creation	27
Art	29
Dottles	40
Biography	23

Nancy Comstock: Reading/Language Arts Consultant